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OXFORD

EDITION

INTRO



Skills for Success

L I S T E N I N G A N D S P E A K I N G

Kevin McClure | Mari Vargo



CRITICAL THINKING

The unique critical thinking approach of the *Q: Skills for Success* series has been further enhanced in the Third Edition. New features help you analyze, synthesize, and develop your ideas.

Unit question

The thought-provoking unit questions engage you with the topic and provide a critical thinking framework for the unit.



UNIT QUESTION

How do you use technology?

A. Discuss these questions with your classmates.

1. Look at the photo. What kind of technology do you see?
2. How do you think these people are using the technology?
3. How do you use this type of technology?

Analysis

You can discuss your opinion of each listening text and analyze how it changes your perspective on the unit question.



SAY WHAT YOU THINK

SYNTHESIZE Think about Listening 1, Listening 2, and the unit video as you discuss the questions.

1. How do you feel when you forget your cell phone? Why?
2. Do you think cell phones make life easier or harder? Explain.
3. Imagine that nobody has a cell phone. How is your life different? Think of five examples.

NEW! Critical Thinking Strategy with video
Each unit includes a Critical Thinking Strategy with activities to give you step-by-step guidance in critical analysis of texts. An accompanying instructional video (available on iQ Online) provides extra support and examples.

CRITICAL THINKING STRATEGY

Relating to ideas

To **relate** to an idea is to connect yourself to it. Relating to an idea helps you understand it better. When you learn about a new idea, think about your opinions about it or how it might affect you.

iQ PRACTICE Go online to watch the Critical Thinking Video and check your comprehension. *Practice* || Unit 6 || Activity 9

- E. CATEGORIZE** Read the meal descriptions in Activity D again. How are they similar to or different from your diet? Take notes in the chart. Then rank the diets from 1 (most similar to yours) to 4 (least similar to yours). Share with a partner.

Others' diets	Similarities to my diet	Differences from my diet	Ranking
1. Hour			
2. Alex			
3. Cynthia			
4. Pedro			

- F. CREATE** Write answers to the questions.

1. What do you usually eat for breakfast, lunch, and dinner?

2. Do you think you have a balanced diet? Explain.

3. Based on your answers to questions 1 and 2, do you think you should take supplements? Why or why not?

NEW! Bloom's Taxonomy

Blue activity headings integrate verbs from Bloom's Taxonomy to help you see how each activity develops critical thinking skills.

THREE TYPES OF VIDEO

UNIT VIDEO

The unit videos include high-interest documentaries and reports on a wide variety of subjects, all linked to the unit topic and question.

NEW! “Work with the Video” pages guide you in watching, understanding, and discussing the unit videos. The activities help you see the connection to the Unit Question and the other texts in the unit.

CRITICAL THINKING VIDEO

NEW! Narrated by the Q series authors, these short videos give you further instruction on the Critical Thinking Strategy of each unit using engaging images and graphics. You can use them to gain a deeper understanding of the Critical Thinking Strategy.

SKILLS VIDEO

NEW! These instructional videos provide illustrated explanations of skills and grammar points in the Student Book. They can be viewed in class or assigned for a flipped classroom, for homework, or for review. One skill video is available for every unit.

Easily access all videos in the Resources section of iQ Online.


WORK WITH THE VIDEO

VIDEO VOCABULARY

strange (adj.) unusual

shelves (n.) long, flat pieces of wood, metal, or other material on a wall or in a cabinet where you can put things

massive (adj.) very big



Jack Sparrow House, Cornwall, UK

A. PREVIEW What are three important things to have in a very small house? Discuss with a partner.

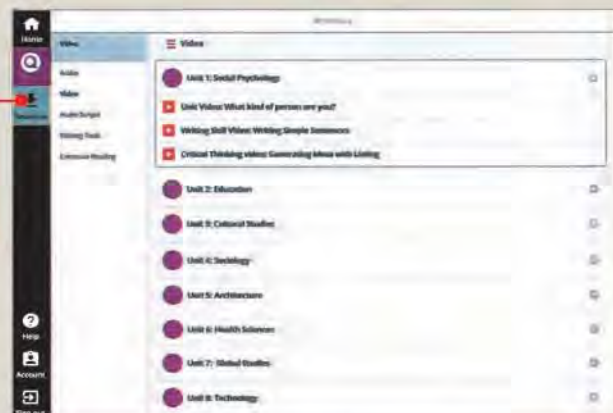
iQ RESOURCE: Go online to watch the video about a very small house. Resources > Video > Unit 5 > Unit Video

B. IDENTIFY Watch the video two or three times. Then match the sentence halves to make true statements.

1. Theo and Bee make videos about ____	a. the sofa.
2. There are a lot of shelves in ____	b. the garden.
3. Bee and Theo disagree about the size of ____	c. the kitchen.
4. Bee's favorite part of the house is ____	d. the ocean.
5. Theo's favorite part of the house is ____	e. things they like.
6. The house is near ____	f. the bedroom.

C. EXTEND: Would you like to live in this house? Why or why not?

How to compare and contrast



VOCABULARY

A research-based vocabulary program focuses on the words you need to know academically and professionally.

The vocabulary syllabus in *Q: Skills for Success* is correlated to the CEFR (see page 164) and linked to two word lists: the Oxford 3000 and the OPAL (Oxford Phrasal Academic Lexicon).

🔍 OXFORD 3000

The Oxford 3000 lists the core words that every learner at the A1–B2 level needs to know. Items in the word list are selected for their frequency and usefulness from the Oxford English Corpus (a database of over 2 billion words).

Vocabulary Key

In vocabulary activities, 🔍 shows you the word is in the Oxford 3000 and **OPAL** shows you the word or phrase is in the OPAL.

PREVIEW THE LISTENING

A. VOCABULARY Here are some words from Listening 2. Read the definitions. Then complete the sentences below.

- affordable** (adjective) 🔍 not expensive
- condition** (noun) 🔍 OPAL something in good condition is not damaged or broken
- demand** (noun) 🔍 OPAL a need or want
- entertainment** (noun) 🔍 fun or free-time activities
- housing** (noun) 🔍 OPAL apartments, houses, and homes
- increase** (verb) 🔍 OPAL to become bigger
- landlord** (noun) a person—he or she rents homes to people for money
- shortage** (noun) not enough of something

🔍 Oxford 3000™ words

OPAL Oxford Phrasal Academic Lexicon

OPAL OXFORD PHRASAL ACADEMIC LEXICON

NEW! The OPAL is a collection of four word lists that provide an essential guide to the most important words and phrases to know for academic English. The word lists are based on the Oxford Corpus of Academic English and the British Academic Spoken English corpus. The OPAL includes both spoken and written academic English and both individual words and longer phrases.

Academic Language tips in the Student Book give information about how words and phrases from the OPAL are used and offer help with features such as collocations and phrases.

ACADEMIC LANGUAGE

You can use **available** with or without the preposition **to** after it. You can use different verbs before **available**: **be available**, **become available**, **make** (something) **available**.

OPAL
Oxford Phrasal Academic Lexicon

1. I couldn't go online with my old cell phone. It was not available.
 - a. You can go online with a smartphone.
 - b. You can't go online with a smartphone.
2. The new cell phone is not available to buyers yet, next Monday.
 - a. You can buy the new cell phone now.
 - b. You can't buy the new cell phone now.
3. Eric is working on his paper. It's due on Wednesday.
 - a. Eric is at work.
 - b. Eric is writing his paper.
4. I can send you text messages while I'm at work, but I can't talk.
 - a. A text message is the same thing as a phone call.
 - b. A text message is not the same thing as a phone call.
5. Margo keeps in touch with her old friends. She likes to know what they're doing.
 - a. When you keep in touch with someone, you see them often.
 - b. When you keep in touch with someone, you don't see them often.

EXTENSIVE READING

NEW! Extensive Reading is a program of reading for pleasure at a level that matches your language ability.

There are many benefits to Extensive Reading:

- It helps you to become a better reader in general.
- It helps to increase your reading speed.
- It can improve your reading comprehension.
- It increases your vocabulary range.
- It can help you improve your grammar and writing skills.
- It's great for motivation to read something that is interesting for its own sake.

Each unit of *Q: Skills for Success* Third Edition has been aligned to an Oxford Graded Reader based on the appropriate topic and level of language proficiency. The first chapter of each recommended graded reader can be downloaded from iQ Online Resources.

UNIT 1



UNIT 2



UNIT 3



UNIT 4



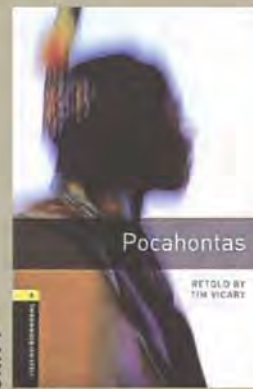
UNIT 5



UNIT 6



UNIT 7



UNIT 8



iQ ONLINE extends your learning beyond the classroom.



- Practice activities provide essential skills practice and support.
- Automatic grading and progress reports show you what you have mastered and where you need more practice.
- The Discussion Board allows you to discuss the Unit Questions and helps you develop your critical thinking.
- Essential resources such as audio and video are easy to access anytime.

NEW TO THE THIRD EDITION

- iQ Online is optimized for mobile use so you can use it on your phone.
- An updated interface allows easy navigation around the activities, tests, resources, and scores.
- New Critical Thinking Videos expand on the Critical Thinking Strategies in the Student Book.
- The Extensive Reading program helps you improve your vocabulary and reading skills.

How to use iQ ONLINE

Go to **Practice** to find additional practice and support to complement your learning in the classroom.

Go to **Resources** to find:

- All Student Book video
- All Student Book audio
- Critical Thinking videos
- Skills videos
- Extensive Reading

Go to **Messages** and **Discussion Board** to communicate with your teacher and classmates.

Online tests assigned by your teacher help you assess your progress and see where you need more practice.

The screenshot shows the 'Unit Contents' page for 'Unit 1 Social Psychology Grammar 7 Part 1 Simple present of be'. The main content area contains a matching exercise with 8 questions and a list of possible answers.

Match each question with the correct answer. You do not have to use all the answers.

1. Is he a student?
2. Are you from Korea?
3. Are they teachers?
4. How old are you?
5. How old is she?
6. What are they interested in?
7. Where is she from?
8. What is he good at?

Answers provided:

- Yes, he is.
- She is good at tennis.
- He's a good soccer player.
- She's from Mexico.
- I'm 20 years old.
- We are interested in nature.
- No, I am from Japan.
- They like sports.
- She's 22 years old.
- No, they're not.

Navigation buttons: Home, Practice, Resources, Messages, Discussions, Help, Account, Sign out. A progress bar at the bottom shows '-/11 Last score'.

A progress bar shows you how many activities you have completed.

View your scores for all activities.

The screenshot shows the 'Q: Skills for Success Third Edition Reading and Writing Intro' page. It displays a progress overview for various units and tests.

Unit/Activity	Progress	Scores %
Unit 1: Social Psychology	2/1 Activities Done	2%
Unit 1 Test	0/3 Activities Done	0%
Unit 1 Test Activity 1	0 tries	- last
Unit 1 Test Activity 2	0 tries	- last
Unit 1 Test Activity 3	0 tries	- last
Unit 2: Education	0/21 Activities Done	0%
Unit 2 Test	0/3 Activities Done	0%
Unit 3: Cultural Studies	0/22	0%

Navigation buttons: Home, Resources, Help, Account, Sign out. A progress bar at the top shows '0/21'.



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Social Psychology

CRITICAL THINKING

noticing similarities

VOCABULARY

collocations for hobbies and interests

GRAMMAR

simple present of *be*; simple present of other verbs

PRONUNCIATION

simple present third-person *-s/-es*

SPEAKING

keeping a conversation going

NOTE-TAKING

writing important words



UNIT QUESTION

What are you interested in?

A. Discuss these questions with your classmates.

1. What do you talk about with a new friend? Circle the topics. Add one topic.

music

sports

movies

books

videos you see online

photos you see online

family

work

2. What activities do you like?
3. Look at the photo. What is this person doing? Are you interested in this activity?



B. Listen to *The Q Classroom* online. Then answer these questions.

1. What did the students say? What are they interested in?
2. Do the students like the same things you like?

iQ PRACTICE Go to the online discussion board to discuss the Unit Question with your classmates. *Practice > Unit 1 > Activity 1*

UNIT OBJECTIVE

Listen to a radio program. Use information and ideas to interview a classmate. Then introduce him or her to the class.

Are You Interested in Hiking?

OBJECTIVE ▶

You are going to listen to a radio discussion at a school. Think about what interests you.










PREVIEW THE LISTENING


A. **VOCABULARY** Here are some words and phrases from the listening. Read the definitions. Then circle the correct word or phrase to complete each conversation.

ACADEMIC LANGUAGE

Interested is one of the most common academic words. *Interested in* is a common spoken phrase. Speakers often use the phrase at the beginning of a lesson to focus on a topic.

OPAL
Oxford Phrasal Academic Lexicon

belong to (*verb phrase*)  to be a member of a group
club (*noun*)  a group of people—they meet and do things together
collect (*verb*)  to get and keep many things because you like them
good at (*phrase*)  can do something well
hobbies (*noun*)  activities—you do them for fun
interested in (*phrase*)  OPAL enjoying an activity or a topic
team (*noun*)  a group of people—they play a sport or a game together

 Oxford 3000 keywords

OPAL Oxford Phrasal Academic Lexicon

- A: Do you (collect / belong to) the math club?
B: Yes, I do. We meet on Thursdays.
- A: I like basketball, but I can't play it well.
B: My roommate is very (good at / team) basketball. He can teach you.
- A: Wow, you're a great soccer player! Are you on the soccer (hobbies / team)?
B: Thanks! Yes, I am.

4. A: What do you like to do?
B: Oh, I have a lot of (interested in / hobbies). I play tennis, I go hiking, and I like poetry.
5. A: Is there a book (team / club) at this school?
B: Yes, there is. We meet in the library every Wednesday night. It's fun!
6. A: You have a lot of postcards!
B: I (hobbies / collect) them. I have more than 2,000 postcards.
7. A: I like the museum. Are you (belong to / interested in) history?
B: Yes. History is my favorite class.

iQ PRACTICE Go online for more practice with the vocabulary.

Practice > Unit 1 > Activities 2-3

B. CATEGORIZE Read the sentences. Write *T* (true) or *F* (false). Then correct the false statements. Compare your answers with a partner.

- ___ 1. I collect coins. _____
- ___ 2. I belong to a book club. _____
- ___ 3. I am interested in sports. _____
- ___ 4. I am good at writing. _____
- ___ 5. My hobbies are soccer and cooking. _____

C. PREVIEW You are going to listen to a radio discussion. The speakers talk about hobbies, or things they like to do. Look at the photos. Match the hobby with the photo.

- ___ cooking ___ hiking ___ singing
___ soccer ___ tennis ___ video games



WORK WITH THE LISTENING

- A. CATEGORIZE** Read the sentences. Then listen to the discussion. Write *T* (true), *F* (false), or *N* (not enough information).

iQ RESOURCES Go online to download extra vocabulary support.
Resources > Extra Vocabulary > Unit 1

- ___ 1. All the speakers are students.
___ 2. All the speakers have hobbies.
___ 3. All the speakers play sports.
___ 4. Some of the speakers belong to clubs.
___ 5. Some of the speakers are new students.

- B. IDENTIFY** Listen again. What are the people interested in? Check (✓) the correct activities.

	Sara	Hiro	Daniel	Ben	Mei
clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hiking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
soccer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
photography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
video games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
baking/cooking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
getting together with friends on weekends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



baking cookies

CRITICAL THINKING STRATEGY

Noticing similarities

When you hear information about different things or people, some information may be the same or similar.

- Listen for words that show things that are the same.
- You can also listen for words that are different but have the same, or a similar, meaning. These words are called **synonyms**.

Noticing similarities can help you group or categorize the information you hear.

Information

Similarities

Anita is interested in music and art.
Hugo is interested in art and sports.

Both Anita and Hugo are interested in art.

Cara enjoys hiking.
Steven likes walking outdoors and climbing mountains.

Both Cara and Steven enjoy hiking. (Hiking is a type of walking outdoors. These words are synonyms.)

Michael plays tennis and baseball.
Lucy plays basketball.
Xander is on the soccer team.

Michael, Lucy, and Xander all play sports: tennis, baseball, basketball, and soccer.

iQ PRACTICE Go online to watch the Critical Thinking Video and check your comprehension. *Practice* ▶ *Unit 1* ▶ *Activity 4*

C. INVESTIGATE Interview three or more of your classmates about how they feel today. Take notes. Try to notice similarities in their responses and report back to the class.

D. ANALYZE Look at the chart in Activity B. Complete the sentences about similarities. Then compare your answers with a partner.

1. _____, _____, and _____ belong to clubs.
2. _____ and _____ are on a soccer team.
3. _____ and _____ are interested in photography.
4. _____ and _____ like to bake or cook.
5. _____, _____, _____, and _____ get together with friends on weekends.

E. CREATE Look at the chart in Activity B again. Answer the questions.

1. Which person is the most similar to you? _____
2. How are you and that person similar? What things do you do that are the same?

3. Are you similar to any of the other speakers? If so, who else are you similar to and how?



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As part of the University of Oxford, we are committed to furthering English language learning worldwide.

We continuously bring together our experience, expertise and research to create resources such as this one, helping millions of learners of English to achieve their potential.



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THIRD EDITION

Q: Skills for Success

Think critically. Succeed academically.

90% of teachers who took part in an Oxford Impact study believe that *Q: Skills for Success* has improved the skills their students need for academic study.

The Third Edition builds on its question-centered approach with even more critical thinking, up-to-date topics, and a completely new assessment for learning program.

Enhanced critical thinking

New activities, strategies, and author-voiced videos develop students' critical thinking in every unit.

New topics chosen by teachers

Engaging themes like science, psychology, and technology inspire learning.

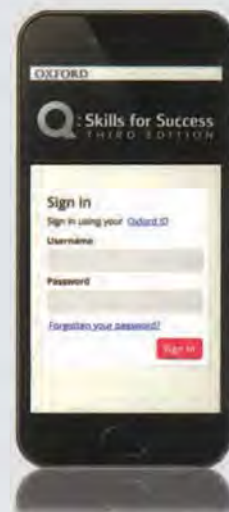
Clear learning outcomes

Students can evaluate their progress, reflect on their learning, and identify areas for improvement.

iQ Online Practice

www.iQ3onlinepractice.com

Students can get extra skills practice, access audio and video, and check their progress. Log in on a computer, tablet, or mobile device.



For Students

- Student Book with iQ Online Practice
- Split Student Book with iQ Online Practice
- Also available in e-book format at www.oxfordlearnersbookshelf.com

For Teachers

- Teacher's Access Code Card provides access to iQ Online Practice, Classroom Presentation Tool, and all teacher resources, including tests and teaching notes.
- Class Audio CDs

